***Panda Mania***

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**Close Reading Informational Text Analysis for GRADE 1**

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**Planning Guide**

**Part 1: Ideas and Learning Goals**

**1. Main Ideas**

1. Pandas have adaptations to help them survive

* Adaptation to climate
  + Pandas have waterproof fur to live in wet climate
* Adaptations to food
  + Pandas are omnivores BUT mainly eat bamboo
  + Pandas have long bone in wrist, like a thumb, to help hold bamboo
  + Sharp front teeth to bit through bamboo stems
  + Flat back teeth to crush bamboo
  + Move to another place when bamboo is gone
  + Lack of adaptation
  + Once bamboo is eaten, don’t eat other food
  + Means lives are threatened by shrinking bamboo forests

1. Pandas are an endangered species
   * Pandas eat bamboo
   * Bamboo is found in China’s bamboo forests
   * Forests are being cut down to make room for people to live
   * Ecosystem means that every living thing has a role; if one of the living things is gone, it will affect every other living thing
   * This is mentioned in text, but not addressed. For info can go to: http://worldwildlife.org/species/giant-panda
2. Pandas are an important part of their ecosystem
3. People are trying to prevent pandas from becoming extinct
   * Chinese government has created panda reserves—areas where people cannot hunt or cut down bamboo
   * Scientists are working to save pandas
     + Study pandas
     + Care for sick pandas
     + Save baby pandas (one of twins) (care for them and reintroduce to wild)
   * People looking for other ways to help

**2. Big Ideas:**

1. People have a large effect on the ecosystem
2. Everything in an ecosystem depends upon another

**3. Goals:**

**Goals should be written in the form of questions students should be able to answer**

1. What is the panda’s habitat and how are they adapted to that habitat?

The pandas live in bamboo forests in China. These forests are rainy/wet. The pandas have waterproof fur to keep them dry. They eat the bamboo. They have long bones in their wrists, like thumbs, to hold the bamboo, sharp teeth to bite it, flat back teeth to crunch it. Then they eat the inside!

1. Why problem is facing the pandas? What are some causes and solutions to this problem?

Pandas are facing extinction. The pandas need to eat a LOT of bamboo to survive. People are clearing the bamboo forests to build homes, so there is less bamboo for pandas to eat. The pandas move to other places, but their ecosystem is getting smaller and smaller. The Chinese government is creating reserves, which are places where people cannot hunt or cut down the bamboo. They are hoping that these ecosystems will keep the pandas alive. Scientists are also studying pandas to find out more about them. They have created research centers where they can take care of sick pandas or raise pandas whose mothers cannot take care of them.

1. Why are scientists afraid of the panda becoming extinct?

Pandas are an important part of their ecosystem. If they become extinct, it will impact the entire ecosystem.

**Part 2: Text resources and challenges**: See comments within PDF article OR …

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| --- | --- | --- |
| Page/Section | What is helpful/makes the article easy to understand? | What is challenging/makes the article hard to understand? |
| Page 16-17 (cover) | Cover picture is engaging  Cover caption leads to adaptations—helpful for that main idea | Title tells us article is about pandas, but “mania” is not helpful—kids won’t know what that means, and it doesn’t really provide any info |
| Pages 18 | Picture clearly shows bamboo; caption describes wrist adaptation that is clearly shown in picture; other adaptation (teeth) are also clearly visible | Caption says “hold bamboo while it eats,” but is it clear that bamboo is name of food? |
| P. 19 1st section: | We learn pandas are in China  “habitat” is bolded and clearly defined in wordwise section  connection b/t rain and panda fur is clear | no heading—does not signal upcoming topic  connection b/t bamboo piling up and panda eating is unclear  Students won’t know where China is  3rd paragraph abrupt shift, relevance?  Connection between rain and panda clear, but need to cross sentence boundaries to get. Also later discussion of adaptations unconnected to this part about waterproof fur, which is an adaptation.  Rain/fur adaptation comes before text introduces “adaptation” in next section, kids won’t know this is an adaptation. |
| P. 19 2nd section “Eating a lot…” | Heading tells that section will be about food  Great definition of omnivore both in text and glossary, word is signaled in bold | Heading: Confusing what “eating a lot…” means—get what??  Confusion b/t eating and nutrition—get from “so” (critical connective)  Confusing—panda CAN eat other things, but MAINLY eats bamboo—why is it so critical then that bamboo forests are dwindling if panda can eat other things?  End of section and still not clear. What is a lot of work? Why? Needs to connect back to bamboo piling on lap in first section |
| P. 19 3rd section: New arrival | Heading signals topic of section  Butter is great analogy for size of panda  Picture of mom carrying baby is very helpful, gives visual of baby’s size, shows how mom carries baby, shows in back teeth—won’t get hurt; caption helps with word “gently” | Will kids know what “arrival” might be?  Inference needed that panda is not sleeping where she eats *because* she needs a safe place *because* she is having a baby  Learn a baby panda is a cub, but might not be explicit |
| P. 20 | pic shows size of baby, interesting/engaging |  |
| P. 20 1st section Getting Stronger | “getting stronger” follows prior section and signals topic  (bottom--nice picture, but does not add anything) | Kids needs to realize that “den” is the hollow tree from prior page.  How mom holds baby has changed due to baby’s size—unclear  Never know whether baby is eating bamboo—kids may not have BK to know mammals feed young—baby will start eating bamboo later (next page) |
| P. 20 2nd section  Stepping Out | “stepping out” does signal topic  Good description of baby’s size | Students may not know what “stepping out” means  Seems baby is now eating bamboo, but when did he start? |
| P. 21  Unexpected Guests | researcher pic is good to show what this suit looks like, and caption helpful to explain | researcher pic (and accompanying text) = confusing placement (should be on next page) with “unlocking the secrets”  Caption confusing—why is it important that pandas don’t get used to humans?  Odd title for section on researchers  Abrupt shift to research center, not explained. |
| Page 22  Shrinking refuge | “shrinking refuge” does tell what section is about | Title uses complex vocab (what is “shrinking” what is a “refuge”?)    “plentiful” is key, but not defined  “However” is key, but inexplicit  what does taking a long time to grow have to do with plentiful?  last paragraph attaches space to extinction—need to understand that less space=less bamboo=problem |
| P. 22  Dwindling numbers | “dwindling numbers” signals upcoming text | Kids won’t know what “dwindling” means. We know how many pandas live in wild and zoos, but don’t know how many there used to be, so “dwindling” is key  “ecosystem” definition is unclear in wordwise  Live where, China? |
| P. 22  Unlocking secrets | “unlocking…” does tell that we’ll be reading about finding something out  Some explanation of interconnectedness of ecosystem (when one is endangered, others are too) | Better placed next to “unexpected guests” section  Unclear how protecting pandas will protect other species—never identified role of panda in ecosystem |
| P. 22  Wordwise | Helpful definitions of bolded words | Definitions of ecosystem and extinct are not kid friendly |
| P. 23 | P. 23 pic does not add, but caption does add amount of time panda spends eating |  |

* In addition to comments in article: One general issue throughout the text is that topics are introduced before they are explained. Explanation may come in next paragraph or several paragraphs later. Also, the text is structured as effect then cause. Many inferences are required.

**Part 3: See my flipgrid reflection response to this question:**

What did you learn from this assignment about informational text features and how they influence comprehension? How will this new knowledge help you select complex informational texts for elementary school students and support their comprehension in ways that meet Common Core Standard #10 (By the end of the year, students will read and comprehend informational texts at the high end of their grade level text complexity band independently and proficiently)?